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| **SKILL** | **KEY INDICATORS** | **LEARNING AND TEACHING  STRATEGIES** | **ICT APPLICATIONS** | **LESSON PLANS AND ASSESSMENT** |
| **IDENTIFIES A NEED OR PROBLEM**  *What do I really what to find out?*   * Gaining a clear understanding of the purpose of the task * Identifying key words * Developing essential questions * Identifying the best way to approach the research | * Uses prior knowledge to brainstorm  1. Recognises gaps in one’s own knowledge and selects and applies appropriate strategies for filling them 2. Records headings and subheadings 3. Develops research questions to structure and define the task 4. States purpose of the assessment task through key skills and knowledge 5. Identifies the problem within a frame of reference (who, what, when, where, why, how) 6. Independently establishes a timeline and time management strategy | 1. Brainstorm key words; draw a concept map to show the relationship between your main ideas 2. Develop simple questions to help you gather information and define your task 3. Clarify and discuss your understandings 4. Use dictionaries to identify related terms 5. Plan a timeline to cover all stages of the research process and to keep you on track | * Use of Inspiration, Mind Manager and Rationale software * Question Matrix – Making a difference Research guide and R2G * # [R2G Student Planning Checklist](file:///J:\Researching%20Together\R2G_May2005\planning_templates\student_rpt.htm) * # [R2G Skills Checklist](file:///J:\Researching%20Together\R2G_May2005\knowledge_sharing\downloads\le_sisc_senior.htm) * #[R2G Research Assistant Quiz](file:///J:\Researching%20Together\R2G_May2005\knowledge_sharing\examples\research_quiz\research_assist_quiz.htm) | \* Keyword searching  **Graphic Organisers**  \*Concept mapping  \*Compare and contrast  \* Think, pair ,share  **Assessment**  # R2G Research   Assistant Quiz  100 words – identify what you already know  NB. Assessment involves evidence based practice of the instructional intervention of the teacher-librarian |

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| **IDENTIFIES RESOURCES**  *Where and how can I find the information I need?*   * Working out what information you already have * Working out what are the best resources and why * Working out the best places to find the information quickly and efficiently | * Routinely and effectively locates electronic, print and human resources * Uses a variety of search techniques when using electronic, print and human resources * Broadens the information seeking process beyond school resources * Can identify and use primary and secondary resources * Clarifies the type of information required * Uses a set of criteria to evaluate information from a variety of sources | * Complete a KWHL chart * Compare resources on the topic to gain an overview of which resources will better suit your needs * Take time to become a savvy searcher using print material, search engines and databases | * Selection of search engines appropriate to topic R2G * [**Noodle Tools**](http://www.noodletools.com/debbie/literacies/information/5locate/adviceengine.html) **-** What search strategies are best for the search engine(s) or directories I have chosen * Evaluating websites | * Introduction to websites * Search Engines * Newspaper Databases * Subject Directories * Google Search * Tips (Advanced) * Search Engine tutorial using Noodle Tools * Ergo site – similarities and differences, conflicting information, compare and contrast   **Assessment** [RG2 Search words Quiz](file:///\\tgc-fs01\SSTFAPPS\Researching%20Together\R2G_May2005\knowledge_sharing\examples\research_quiz\research_assist_quiz.htm)  Evaluating websites |

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| **GATHERS AND SELECTS INFORMATION**  What information do I really need to use?   * Analysis and evaluation of what is relevant to your needs and what is not * Make connections about what you already know and new ideas you are discovering * Identify if the information is current, accurate and credible with a clear purpose | * Can skim and scan for key words * Gathers potential sources of information * Selects appropriate online databases as a source for authoritative information * Accesses and uses the human and material resources in the library, the community, and the world * Accesses Internet and Web 2.0 technology * Selects and evaluates information resources for relevancy based on accuracy, authority, objectivity and currency * Accesses a range a new technologies | * As you skim and scan the information, focus on key words continually asking yourself if the information will help you address your task * Use a bibliographic running sheet to record the sources you investigate so that you can evaluate each one and ensure you don’t waste time repeating the search on another occasion * Databases Tutorial to establish the difference between, website eg Google, database eg ANZ Reference Centre | * Concept maps using Inspiration or word * Delicious – to gather information * RSS feeds * Podcasts * Wikis * Blogs * Social networking sites * # [R2G Skim and scan note making](file:///J:\Researching%20Together\R2G_May2005\knowledge_sharing\le_note_taking.htm) * Bibliography [R2G](file:///J:\Researching%20Together\R2G_May2005\knowledge_sharing\le_biblios.htm) / [NoodleTools](http://www.noodletools.com/login.php) / Word | * Bibliographies * Citation builders * Website evaluation * Introduction to websites * Wikipedia analysis * Persuasive techniques of information * Hits page * Relevant subject databases * Plagiarism/ethical use of information   **Assessment**  Bibliography - pre and post testing  Note Taking – pre and post testing |

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| **ANALYSES AND ORGANISES INFORMATION**  How can I best use this information?   * Selective note taking (print) and note making (electronic) * Organisation of information to transform into knowledge and deep understanding * Ensuring your work is in your own words by synthesising important ideas from different sources * Do I have enough information to complete the task? | * Analyses the value of information sources * Compares and contrasts information from different sources * Differentiates between fact, opinion and objective points of view * Distinguishes between cause and effect * Recognises interrelationships among concepts * Uses a variety of methods for organising information * Organise product format in relation to purpose and audience   (from evaluation   * Ability to transfer learning to new situations | * Use your concept map, headings and subheadings to cluster your ideas for note taking and note making * Use an electronic note making sheet if you are researching using databases or search engines or a data grid or research booklet if researching in hard copy | * Inspiration, Mind Manager and Rationale * Electronic notemaking – use of data grids * Learning Log * # R2G Essay Writing Template * [#R2G Graphic Organisers](file:///J:\Researching%20Together\R2G_May2005\knowledge_sharing\graphic_organisers\tc_graphic.htm):   Cause and effect  Fact and Opinion  Compare and Contrast | * Data grids for selecting and organising information * Bibliographies   **Assessment**  Data grid – own interpretation – students must submit all note taking |

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| **COMMUNICATES IDEAS AND KNOWLEDGE FROM INFORMATION**  *What is the best way to present this information?*   * Structuring information into the required format * Creating a logical, coherent flow of ideas * Synthesises information and draws conclusions based on information gathered * Drafting and editing the information into one’s own knowledge * Acknowledging source of ideas | * Uses accepted writing process to draft, revise, edit, proofread, and produce a final copy * States clear conclusions and solutions * Presents and communicates work in a variety of formats as applicable using a range of print and electronic tools * Recognises that prior knowledge and personal experience and culture affect one’s interpretation of information and ideas * Uses specialist software appropriate to the task * Uses email and Web 2.0 tools to transfer, collaborate and share information | * Have a clear understanding of structure and if necessary use standard guides to essay writing, oral presentations, PowerPoint presentations and report writing to assist you * Draft and edit your work ensuring your arguments make sense and you have the evidence to back you up. * Share your work with a critical friend. * Label any tables, charts and diagrams you have used * Ensure time is available to review, edit and proof read your work before it is submitted | * Web 2.0 tools * Email * Blogs * Wikis * Podcasts * Photo story * PDAs * Mobile phones * Digital camera * Publisher   Word   * Figures (show) and tables (summarize) – Excel * Graphs * Images / photos (Flickr) | * Bibliography – NoodleTools; book; website * Safe and responsible Internet social networking   **Assessment**  Rubrics |

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| **EVALUATES PRODUCT AND PROCESS**  *What did I learn from this?*   * Reviewing completed work by consulting an assessment rubric and criteria to see if outcomes have been met * Identifying skills and knowledge acquired and areas to work on | * Selects a variety of assessment tools effectively (eg,rubrics, checklists, antedotal, portfolio etc) * Supports ongoing feedback to understand criteria and achieve outcomes * Effectively values collaboration with class and/or group as required and acknowledges personal and group achievements | * Ensure you complete a learning log and/or self assessment * Organise time to work on improving your skills where identified before your next research task * Reflect and review previous attempts to ensure that you have not replicated previous weaknesses | * Digital portfolio * Rubrics | * Rubrics      * Portfolios   **Assessment**  Checklists – pre and post 100 words  Peer review  Self-evaluation / Reflection  Data displays showing original information and own interpret |